

ANEXO 1 – ATIVIDADES DE PRODUÇÃO ESCRITA DA COLEÇÃO ON STAGE

VOLUME 1

Unidade 1 (p. 20)



WRITING

Filling a Form

1. Quando queremos nos inscrever em um clube ou uma associação, precisamos preencher um formulário. Que característica possui um formulário? Quais dados, em geral, são pedidos?
2. Existem diversas organizações nacionais e internacionais preocupadas em promover ações para a conservação do planeta. Preencha o formulário abaixo e faça parte da instituição (fictícia) "Our Planet".

The image shows a web browser window with a light orange background. At the top left is a globe icon. The title 'OUR PLANET' is in large white letters. Below it, the text reads: 'Sign up for e-mail from OUR PLANET. Fill out the form below to receive the latest in conservation news and urgent updates via e-mail.' A white box contains the 'REQUIRED INFORMATION' section with the following fields: First Name, Last Name, E-mail, Home Address, City, State, ZIP/Postal Code, Country, and Cell/Mobile Phone. At the bottom of the form is a 'SEND' button. Below the form, the text says: 'Sign up for Our Planet's newsletter and start saving life on Earth!'.

3. Troque seu formulário com um colega, veja se ele ou ela preencheu devidamente os campos, e pense em outra pergunta ou solicitação de informação que um formulário como esse poderia conter.

Unidade 2 (p. 31/32)



Photo Captions

1. Observe as fotos abaixo e numere as legendas de cada uma.



2012 was the year of extremes in northern Brazil: floods in the Amazon and drought in the northeast.

Baby seals like this one in Iceland are susceptible to the effects of global warming.

Bolivia produces less than 0.1% of the world's CO2 but is suffering low crop yields and disrupted seasons as a result of global warming.

A leading cause of global warming is deforestation.

2. Observe as fotos e as legendas acima e aquelas da atividade de Speaking (página 32) e assinale cada frase T (true) ou F (false).

- a. As legendas de fotos, em geral, são textos explicativos.
- b. As legendas apenas descrevem a imagem retratada, sem fornecer detalhes do contexto.
- c. As legendas são, na maioria das vezes, curtas e objetivas.
- d. Um dos objetivos de uma legenda é informar o leitor, complementando a informação mostrada na imagem.

3. Usando as palavras e locuções do quadro, crie legendas para as imagens abaixo. Pense nas características do texto das legendas, observando os exemplos da página anterior e procure atrair o interesse do leitor.

in Brazil - increase(s) - severe - drought - Arctic foxes
the consequences - climate change - dramatically - suffer(s)





WRITING & SPEAKING

Time for a Quiz

1. Individualmente leia o texto e complete-o com uma ou mais palavras entre parênteses.

	My favorite place is _____ (big - quiet - green).
	There are a lot of _____ (trees - plants - flowers - birds)
	in my favorite place. I like to _____ (sit - walk - lie down - run)
	on _____ (a bench - the grass - the sand). It's good to be
	under one of these enormous _____ (mango - fruit - palm)
	trees and _____ (read - sleep - chat with a friend).
	I like to go there on a _____ (beautiful - sunny -
	warm - rainy - cold) Sunday morning. There are no cars, no
	_____ (machines - streets - tall buildings) there.

2. Use algumas das informações acima e prepare um quiz para seu colega, inserindo as mesmas opções de respostas ou outras e fazendo os ajustes necessários. Veja como foi preparado o quiz sobre Cape Town, quais os elementos e como as perguntas são formuladas. As respostas podem ter várias opções ou apenas duas, com *yes* ou *no*, ou *true* ou *false*, como no caso do quiz aplicado pela professora Aysha.

Exemplos:

- Your favorite place is
 big. quiet. green. sunny.
- Is your favorite place green?
 Yes or No
- Your favorite place is green.
 True or False

3. Depois de preparar o quiz, faça as perguntas a um colega e responda às dele oralmente. No final, descreva o lugar favorito de seu colega para outro colega e tentem adivinhar que lugar é esse: **a park, a valley, a forest, a beach** etc.



WRITING

Words and Images

1. Complete os quadrinhos com as frases e palavras do quadro abaixo.

TWEET, TWEET - Bye, James! - HELLO?! - HHEEELP!
See you, Linda! - Oops! - Don't worry! - SNIFF, SNIFF



2. De acordo com a história da atividade 1, coloque as seguintes frases em ordem, numerando-as de 1 a 6.

- a. () There's a hole in the sidewalk. She doesn't see it.
- b. () A strong handsome boy helps her.
- c. () She falls in.
- d. () They fall in love.
- e. () She shouts for help.
- f. () A girl walks down the street.

3. Em duplas, reescreva as frases no caderno de modo a compor um parágrafo narrando a história apresentada. No final, troque com um colega e observe as semelhanças e diferenças dos dois parágrafos.

4. Ainda em duplas, observem a história em quadrinhos e o parágrafo que vocês escreveram. Quais são as semelhanças e as diferenças entre uma história contada com imagem e texto escrito e outra apenas com texto escrito? Qual forma vocês preferem? Vocês acham que as duas formas são adequadas em todos os momentos, para todos os leitores?



WRITING & SPEAKING

Time for an Interview

1. Ouça novamente a entrevista do *Listening* e escolha a melhor opção para responder a cada uma destas perguntas:

- a.** A finalidade básica de uma entrevista é
 - informar.
 - entreter.
 - discutir a opinião do entrevistador.
- b.** Essencialmente, a entrevista é um gênero:
 - escrito.
 - oral.
- c.** Em geral, antes da entrevista é feita uma breve apresentação para
 - fazer referência ao entrevistado, mostrando sua relevância ou posicionamento social.
 - falar sobre o ponto de vista do entrevistador.
 - discutir as opiniões do entrevistado.

2. Ouça novamente a pergunta *Where were you born?* da entrevista e observe como *Wh-questions* (perguntas que começam com *What, When, Why* etc.) são pronunciadas em inglês.



- De acordo com o áudio e as linhas azuis na figura acima, podemos concluir que em inglês as *Wh-questions* têm entonação:
 - ascendente
 - descendente

3. Você é o entrevistador! Levando em conta os pontos no exercício anterior e o modelo apresentado no *Listening* elabore, em seu caderno, algumas perguntas para fazer a um colega. Não se esqueça de criar também uma breve apresentação. Use as palavras e locuções sugeridas abaixo, se necessário.

rode a bike • went to school • favorite singer/artist as a child and now
 feel • start learning English • favorite school subject in the fifth grade
 travel last summer • go with • dreams for the future

4. Agora, faça a entrevista com um colega e, depois, responda às perguntas dele/dela.



WRITING

Comments and Suggestions

1. A rádio YHWM quer ouvir você. Escolha um artista ou compositor do passado sobre o qual você gostaria de saber mais e escreva no website da rádio pedindo que façam um programa sobre ele ou ela. Inclua também algumas perguntas que você gostaria que fossem respondidas nesse programa.

2. Você pode escolher um dos artistas abaixo ou qualquer outro que prefira. Mas lembre-se de que esse artista deve ser do passado.



3. Preencha o formulário abaixo e escreva sua sugestão no local adequado.

YHWM
17,2FM HOME | RADIO | NEWS | LISTEN ON LINE | CONTACT US

Full name: _____

E-mail: _____

Suggestions:
I want to know more about...
Because he/she was... I have some questions like...

4. No final, troque o livro com seu colega e veja sobre qual artista ele gostaria de saber mais. Se souber, responda a alguma pergunta dele.

WRITING



Your Message on a Social Network

1. Para ampliar sua pesquisa na Internet, Mark postou uma mensagem em uma rede social para que os amigos pudessem sugerir outras dicas de pesquisa e de sites interessantes. Leia a mensagem e algumas respostas com atenção.



2. Ao trocarmos mensagens com amigos e colegas pela Internet, especialmente em redes sociais, utilizamos alguns recursos mais informais da língua. Enumere pelo menos três desses recursos nas respostas dos amigos de Mark.

- a. _____
- b. _____
- c. _____

3. Escreva uma resposta para Mark. Em seguida, troque com um colega e veja a resposta dele. Verifiquem se o texto está adequado.





WRITING

Movie Release

1. Observe a ficha abaixo e complete-a com os dados do quadro.

Real Steel - When - Who - future - holding - replace - Action

Original name: _____	
Movie name in Portuguese: Gigantes de Aço	
Genre: _____	
_____, 2011	
_____, Hugh Jackman, Evangeline Lilly and Dakota Goyo	
What: In the _____ (2020), robots _____ humans in the popular sport of _____	

2. Complete a sinopse abaixo usando as palavras do box.

is set - original title - released in - action movie - stars - replaced by

The movie Gigantes de Aço, whose _____ in English is Real Steel is an _____ which was _____ 2011. The movie _____ in the year 2020 when humans will be _____ robots. Real Steel _____ are Hugh Jackman, Evangeline Lilly and Dakota Goyo.

3. Observe os aspectos da ficha e da sinopse acima e crie, em seu caderno, uma ficha e uma sinopse semelhantes para um filme fictício. As palavras e as imagens abaixo podem ajudá-lo na produção da ficha.

animation - science fiction - horror - war - fight - create - scare - fall in love - protect - family - friends - enemies - terminate



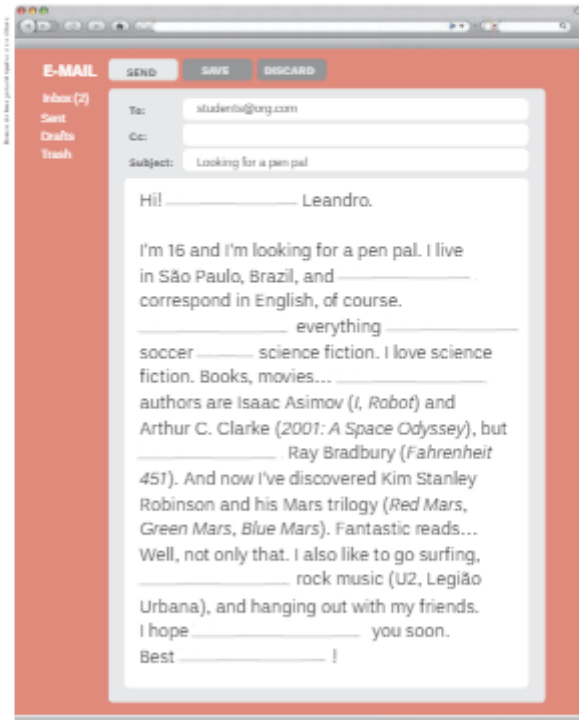


READING & WRITING

Looking for a Pen Pal

1. O e-mail abaixo foi enviado a um site internacional de estudantes de inglês. Leia e complete com as frases do quadro.

I'm interested in • to hear from • I also like • I'd like to • wishes • from • My favorite • This is • to • listening to



2. Agora escreva um e-mail parecido com o da atividade 1. Observe as construções, palavras e expressões que podem ajudá-lo a compor um e-mail parecido.



WRITING

Some Good Advice – A Blog

A editora de *Enjoy Your Life!* criou um blog para conhecer os leitores adolescentes. O próximo lançamento será *Enjoy Your Life!, Teens*, com dicas especialmente criadas para adolescentes.

1. Read Sandra's post and the comments her friends made about it. Then write down your own tip. Think about your daily habits and write about something your friends might find interesting.



2. Now change places with a classmate and read his or her tip. Do you agree with it? Do you find it interesting? Write a brief comment on it. Use the comments on Sandra's post as reference.

WRITING



Creating a Poster

1. In groups, scan the main text in this Unit (p. 154) and find the right words to complete this poster.

FIVE GREAT REASONS TO EAT A BANANA EVERY DAY!

1. It helps to calm down the _____.

2. It improves your _____ and makes you smile.

3. It can reduce the risk of _____ problems.

4. It is high in iron, so it helps in cases of _____.

5. It helps solve the problem of constipation, because it is high in _____.

PLEASE REMEMBER:
A BANANA A DAY _____

BLOOD PRESSURE
DANGER
GET HELP
ELEVATED
NORMAL

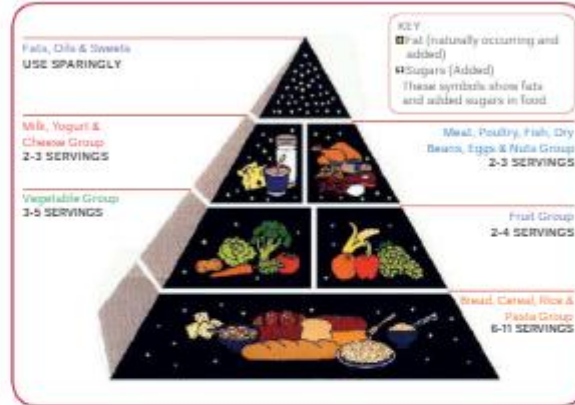
2. Make a list of at least 3 common features of a poster. How is the text presented? What kind of sentences are used? What kind of images go with them?

3. In groups, create a poster about the benefits of some fruit or any other kind of food of your choice. Find information about that in books, magazines or the Internet.



WRITING

My Secret Diet



Use the food pyramid for inspiration and write a paragraph about your healthy diet, but make it a secret diet, do not reveal the foods. Exchange your paragraph with a classmate, you both have to guess what foods the other one eats every day. Use the paragraph below only for reference, make all the alterations necessary to fit **your** healthy diet.

I follow the food pyramid so I have a very healthy diet. I have 6 to 11 servings of _____ and 3 to 5 servings of _____ every day. I love _____ so I have 4 servings of _____ daily. I always have 2 servings of _____ or _____ mixed with some _____. I have 2 to 3 servings of _____ every day. I know _____ are to be used in moderation, so I rarely have them.

VOLUME 2

Unidade 1 (p. 17/18)

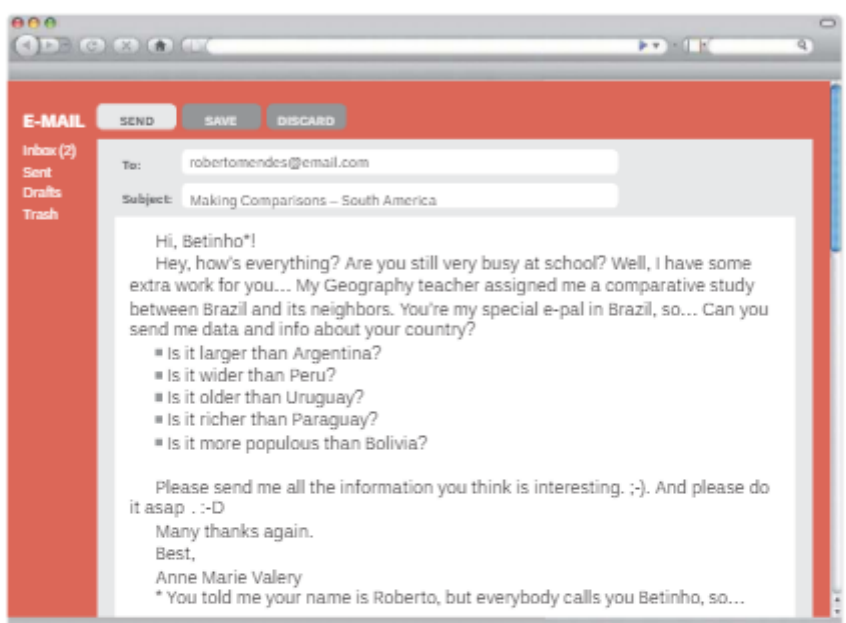
WRITING



E-mailing a Friend

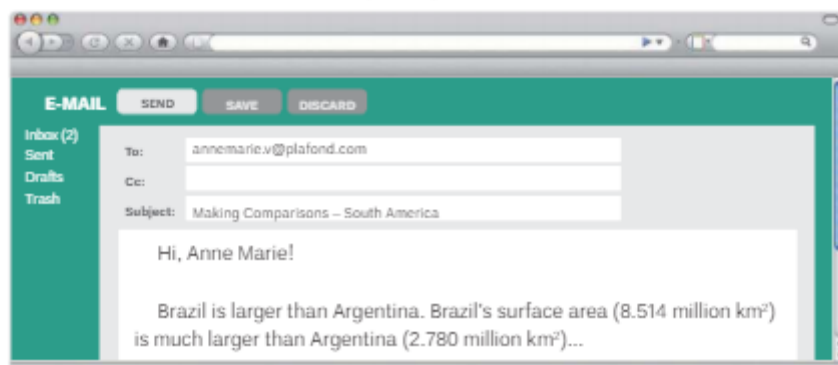
1. Read and answer.

Anne Marie Valery é sua *e-pal* parisiense, a estudante francesa com quem você se corresponde por correio eletrônico – *in English, the international language!* Ela enviou um novo e-mail com a seguinte mensagem:



2. Now reply to her e-mail.

Pesquise, com o seu professor de Geografia, em livros, atlas, enciclopédias ou na Internet, as informações necessárias para responder às perguntas de sua *e-pal*. Em seguida, escreva um e-mail com as respostas, usando o seu nome verdadeiro. Procure usar algumas expressões e recursos comuns nas mensagens de e-mail, como o cumprimento, a despedida, os emoticons – como ;-) e :-D – e algumas abreviações – como *asap* (as soon as possible), *fyi* (for your information), *btw* (by the way), entre outras.





READING & WRITING

Tourism Poster

1. The following sentences are about Brazil. Choose from the adjectives in the box and use them in the superlative form to complete each sentence, as appropriate. One of those superlative forms will be used more than the others.

high - long - large - fast

BRAZIL - LAND OF SUPERLATIVES

- a. The _____ country in South America.
- b. The fifth _____ in the world.
- c. The Amazon is one of the world's _____ rivers.
- d. The Amazon Forest is the world's _____ rain forest.

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- e. The Iguazu Falls are one of the _____ waterfalls.
- f. The Pantanal is one of the world's _____ freshwater wetlands.
- g. One of the _____ growing economies in the world.

2. Look at the tourism poster and check (✓) the correct alternative.

- The poster aims to sell national products.
- To attract tourists, the poster shows the good qualities of the country, with an emphasis on its people.
- The poster doesn't emphasize the good qualities of the country, only the qualities of the people.



3. Now it's your turn. With a classmate, choose a picture, a theme and create your tourism poster. You can focus on your region, city or in Brazil. The images below may help you.





LISTENING & WRITING

Fact File

A fact file is a collection of significant and important facts related to a specific place, event or person.

1. Listen and complete the fact file below.

Ana, a jovem brasileira que mora em San Diego, Estados Unidos, está participando de um concurso sobre conhecimentos de Geografia em programa de TV. Ouça as perguntas e respostas e complete a ficha abaixo com as informações sobre o Rio Amazonas.

Fact File about the Amazon River

- **Extension:**
_____ kilometers.
 - **Continent:**

 - **Countries which it flows through:**
_____ and Brazil.
 - **Number of tributaries:**
more than _____.
 - **Its source:**
In the _____, Peru.
 - **Its mouth:**
Brazil, into the _____, near _____.
 - **Amount of fresh water it carries into the ocean:**
_____ of all the fresh water discharged into the oceans.
 - **Number of bridges crossing the river:**
Just one, over the _____, near _____.
- It is often called _____, because it's the _____ river by _____.



2. Now choose a landform in your region or state (it may be a river, a mountain, a beach etc.) and write a fact file about it. The tips below may help you:

- do some research from reliable sources: both the Internet and Geography books can be used to get information and you may also ask your Geography teacher for help;
- take some notes about the most important facts about the landform you plan to write about;
- don't forget to include a picture of the landform;
- exchange your fact file with a classmate and ask him or her to make any necessary corrections in the text.



READING & WRITING

What Exactly Did He Say?

1. Read and spot the mistakes.

Ingrid de Almeida, uma jovem repórter que entrevistou Amyr Klink, é uma *cub reporter* – uma “foca”. A entrevista foi feita em inglês, porque Ingrid recebeu essa tarefa de um jornal canadense. Depois de conversar com Amyr Klink, Ingrid anotou em seu caderno alguns trechos da entrevista, mas, por nervosismo, cometeu vários erros.

- a. Underline the nine mistakes made by Ingrid, the cub reporter.

1	Amyr Klink had just arrived from one of his sea adventures. I asked him if
2	loneliness had been his biggest advantage. Amyr said he had spent one
3	thousand days alone, and he had always felt lonely. He said just a few of
4	his friends knew about his adventure. Those friends had forgotten about
5	him and ignored his success. And then he added: The world is not an
6	obstacle. It is a shortcut.

- b. Write down the words or phrases that correctly replace those you underlined in the text above.

- | | | |
|----------|----------|----------|
| a. _____ | d. _____ | g. _____ |
| b. _____ | e. _____ | h. _____ |
| c. _____ | f. _____ | i. _____ |

- 2. Now imagine an interview (a fictitious interview, but without mistakes!) with a celebrity of your choice. Use Ingrid’s notes as a basis and write a short paragraph in your notebook about the conversation you had with that celebrity.**

Some tips:

- write down some questions you should ask him / her;
- imagine the possible answers;
- write the paragraph taking his / her answers into consideration and paying attention to the verb tenses and time expressions;
- exchange your paragraph with a classmate and check for any possible mistakes, then rewrite your text if necessary.



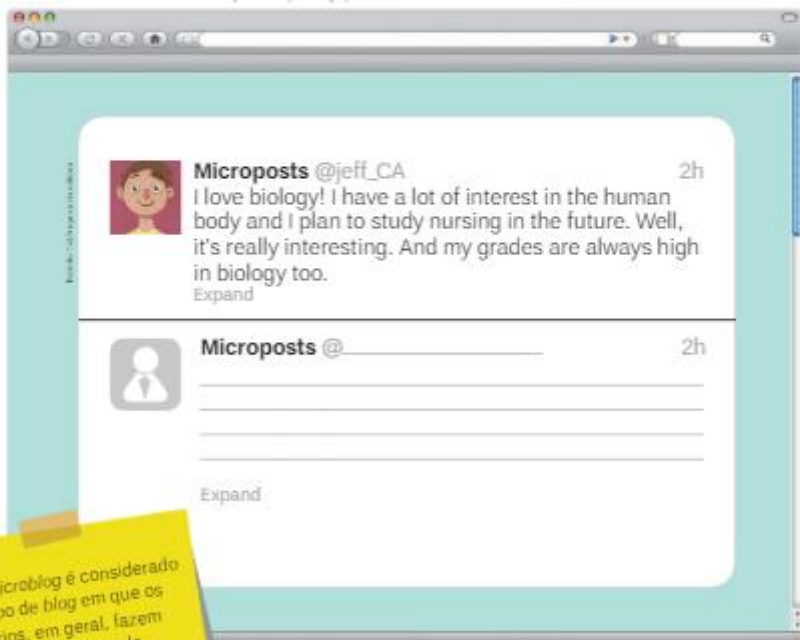
WRITING

Microblogging

Imagine that you have a microblog* and you want to share your opinion and thoughts about your favorite school subject:

- brainstorm some ideas first, such as the reasons why this is your favorite subject;
- remember that your micropost should have up to 200 characters (about 30 words);
- exchange your text with a classmate and discuss about your choice and his or hers.

This example may help you:



* Microblog é considerado um tipo de blog em que os usuários, em geral, fazem atualizações breves de texto (com cerca de 200 caracteres). Essas pequenas mensagens são conhecidas como microposts.

WRITING



A Science Project Report

1. The following text is a report of a Science project presented at a Science Fair in California. Read it and notice how the language is concise and to the point.

Project Title: Magnetic Force
Objective / Goal: to find out if temperature affects the strength of a magnet.
Materials: 3 plastic bowls, 1 small pot for boiling water, 200 paper clips, ice and dry ice, thermometer, and 4 magnets.
Methods:

- Fill the pot with water and put it to boil.
- Put ice into one of the bowls and dry ice into the other bowl.
- Put each magnet in each bowl and into the pot with the boiling water.
- Leave one magnet in room temperature.
- Put 200 paper clips into another plastic bowl.
- After 10 minutes take the magnets and put them into the plastic bowl full of paper clips for 2 seconds.
- Count how many paper clips each magnet has attracted.

Results: The magnet in the boiling water attracted fewer paper clips than the magnet in the dry ice, which attracted most.
Conclusions: The hypothesis was proven right: temperature does affect the strength of a magnet.

(Based on: CALIFORNIA State Science Fair, Available at: <www.usc.edu/CSSF/History/2005/Projects/11523.pdf>. Access: Mar. 27, 2013.)

2. Now match each word or phrase from the list below with their counterparts in Portuguese.

- | | |
|---------------------|--------------------------|
| a. pot | () temperatura ambiente |
| b. bowl | () água fervente |
| c. dry ice | () pote; tacho; panela |
| d. boiling water | () tigela; vasilha |
| e. room temperature | () gelo seco |

3. Now it is your turn. In groups of three, choose a science topic to develop your science project. You may ask your Physics, Chemistry or Biology teacher to help you. After the experiment is done, write down the results in English in your notebook. Swap your project with another group and ask them to check it for possible mistakes and to add comments. Don't forget to include:

- the topics of the project (name, goals, materials, methods, results, conclusion);
- the steps of the experiment;
- the conclusion (say if your hypothesis was proved right or wrong).

READING & WRITING

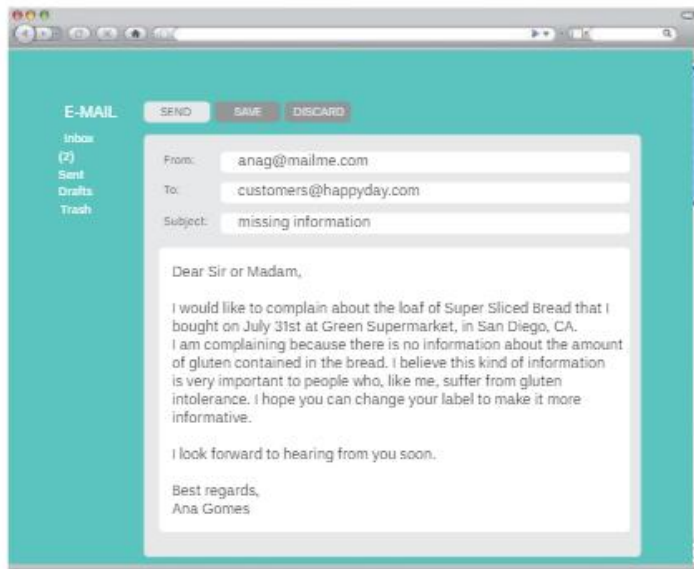


Making a Complaint

1. Ana is buying a loaf of sliced bread as she wants to make some light sandwiches. Working with a classmate, read the information on the package below and write down at least three things you think are missing in the label information. For example, is the nutrition information totally visible and complete?



2. Ana was reading the label but she couldn't find the specific information she considers important. So, she decided to write an e-mail to the company complaining about it. Read the e-mail and answer the questions.



a. What is she complaining about?

b. Why is she complaining about it?

c. What does she expect from the company?

3. Now it's your turn. In your notebook, write a similar e-mail to the company complaining about any other point listed in activity 2. Look at the expressions and the structure Ana used when she wrote her e-mail.



Water Conservation Campaign

1. Observe the infographic and answer the questions.

You can play your part in saving water with these simple tips



(Based on: START with the Little Things. Available at: www.pwb.gov.sg/conservation/Households/Publicing/images/PUB_7water/030Eng/ish.jpg and INDOOR Water Conservation. Available at: www.eurwatermatters.eu/Indoor-Water-Conservation. Access: Mar. 28, 2013.)

a. According to the infographic we spend more water on:

- watering plants
- personal hygiene and household tasks
- eating and drinking

b. Which of the following tips is the most useful?

- Take shorter showers and turn off the tap
- Reuse water and repair leaks
- All those four tips are important to save water.

c. Can you think of any other tips that could be followed in your school or home? List at least 3:

2. How about launching a "Water Conservation Campaign" for the school and the community? Work with a classmate:

- Consider the ideas you had in activity 1c.
- Observe the infographic on page 115 considering how the images and the text are shown, the verb tenses used, the use of **bold** etc.
- You can also include a graph with the water consumption habits in your class. To do so, consider the discussion you had in the Speaking activity.
- You can also ask your Biology and Art teachers to help you.



WRITING

Dear Diary

1. Read a passage of a teenager's diary and complete it with the words and phrases from the box.

not a good day • right now • not fair • got • failed • started • was not allowed • much harder • 've found

April 25th
 Not a good day at school and definitely _____ at home!
 I _____ the day with a math test! It was horrible... I think I _____! My dad is gonna be mad... I know, I should have studied more. But the problem is that I'll have to study _____ now to get a passing grade.
 Then, when I _____ home, my mother said that I _____ to go to Sam's party tonight!

Does she know I probably won't get a passing grade? Is she a fortune-teller?!
 "Why can't I go to the party?" I asked.
 "Because I _____ this T-shirt and these socks _____ under your bed! Your room is a mess... You have to clean it up...!"
 I can't believe she is grounding me because of a dirty T-shirt and a pair of socks!
 This is _____!!

2. Now it's your turn. Write a page of a diary: make comments about any event of your day, week, month or even year. Here are some tips:

- you can write about an event you have discussed in the Speaking activity.
- before you start writing, note down some words and phrases you think you might use in your text. Look them up in the dictionary if necessary.
- exchange texts with your classmate and check for grammar or spelling mistakes.

Unidade 10 (p.148)



READING & WRITING

Dreams and Mysteries

1. Let's have a look at *Dreams and Mysteries*, by Ted Wilkins (a fictitious author), and see what he wrote on one of the first pages.

Dreams have always fascinated me. I have tried to understand their mysteries and interpret their meanings, but in vain. I know dreams are mysterious. We all dream, every night, but I can never remember my dreams. In fact, I can remember the dream I just had only when I wake up, then I forget about it. Today I've just got out of bed, so let me write about the dream I had last night. I was playing in an orchestra. I was playing the violin and I was playing very well. It was a great orchestra, the music was beautiful, the audience was enjoying a great concert. Then something horrible happened. My violin strings were all broken, I wasn't making any sound. The conductor looked furiously at me. I was so embarrassed I didn't know what to do. Then, fortunately, I woke up. Phew! What a relief! Now, what does that dream mean? Does it have any meaning at all? I don't think so. To be quite honest, I can't play the violin, I can't play any musical instrument...

2. Use your notebook to write a short text about a dream you have had. Pay attention to the sequence of the story:

- Ⓐ introduction
- Ⓑ background
- Ⓒ topic sentence
- Ⓓ development
- Ⓔ conclusion
- Ⓕ final comments

Unidade 11 (p.162)



WRITING

Preparing a To-Do List

1. Ana has made a list of the things she has to do this week. She has checked ✓ the things she has already done, and used an ✖ to mark those she has not done yet. Read Ana's to-do list for this week and complete the paragraph.

Things to Do this Week

- Cook some food
- Buy a new pair of jeans
- Phone Granny Nina
- Send a copy of my ID to the school office
- Do some research about electric cars with Kale
- Clean my room
- Watch the new video
- Do my homework

I've done a lot of things this week, but there are some things I haven't _____ yet. I've _____ some food, I've _____ a new pair of jeans, and I've _____ Granny Nina, but I haven't sent _____ to the _____ yet. I've _____ some research about electric cars _____, but I _____ my room yet, so it's a mess (That's bad!). I've _____, and I think it's amazing! I _____ my homework yet (That's terrible!).

2. Now use your notebook and write a similar paragraph about the things you have already done and those you haven't done yet. Start by preparing a similar to-do list, then write down the paragraph.

READING & WRITING

Sarah's Blog

1. Read the blog below and answer the questions.



- a. Who is the blog owner?
- b. What is she doing in Brazil?
- c. Have you ever seen the plants and animals show in Sarah's blog? Would you like to see them?

2. Working with a classmate, choose one or two animals or plants from your region and write a paragraph about them. Don't forget to mention their names, where they live, and why you have chosen them. Include some photos if you like. Try to create a blog to share your photos and comments with the class.

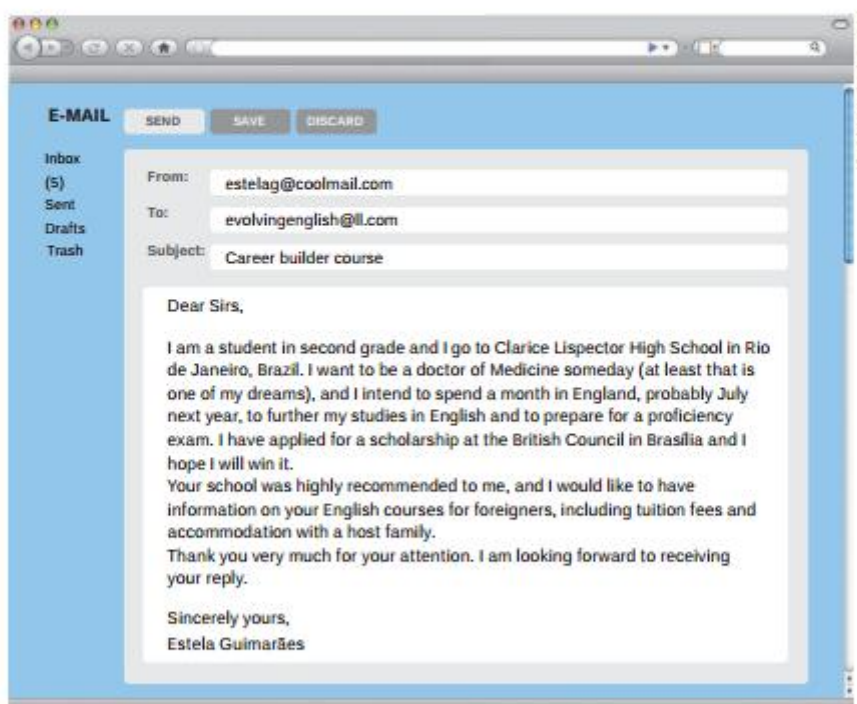


WRITING

A Formal E-mail

1. Observe the structure and style of Estela's e-mail.

Estela Guimarães is a sixteen-year-old high school student who is very serious about her studies and has high hopes for the future. She is one of the best students in her class, has very good grades in all subjects, especially Biology and English. One of her dreams is to be a doctor of medicine. She has applied for a scholarship to further her English studies, as she knows a good knowledge of the English language will be a boost in her career as a doctor. She has written an e-mail to a language school in England. Let's have a look at it.



2. Now imagine that you are planning to take an English course in England and want further information from a school. Observe how Estela begins her e-mail, how she organizes it, and how she ends it. Don't forget to include your plans and hopes for the future.



WRITING

It's About Life

1. Read the following message about an organization called Donate Life America:

Donate Life America is an organization devoted to increasing public awareness about organ donation. There are now more than 100 million registered organ donors across the United States – roughly 42 percent of the adult population. "Our ultimate goal is to see that all Americans become registered donors," said Secretary of State Jesse White.

You can find out more on Donate Life America at: <www.donatelife.net>. Access: Apr. 9, 2013.



Organ and tissue transplants offer patients a new chance of healthy, productive, normal lives and return them to their families, friends and communities. You have the power to change someone's world by being a donor. It's about living. It's about life.

2. In pairs or in groups of three write a similar message for an organ donation campaign in your school and community. The following steps may help you:

- ▲ Get to know more about the subject by doing some research on the Internet, in books, magazines, etc.
- ▲ Brainstorm your campaign: think of the target audience, the medium (a leaflet, a poster, a text message campaign, etc.), if you are going to use an image, etc.
- ▲ Don't forget to proofread your text and exchange it with a classmate, asking him or her to proofread it.



WRITING

Heroes and Sheroes of Our Time

1. Read the text on page 38 and complete the profile below.

 <small>© 2008 The Nelson Mandela Centre for Memory</small>	System of government in South Africa at the time:	_____
	Hardships he had to face in his battle to free South Africa:	_____ _____
	Year he was imprisoned for the first time:	_____
	Year he was imprisoned for the second time:	_____
	Sentence:	_____
	Year he was freed:	_____
	Number of years he spent in prison:	_____
	Consequence of Mandela's release from prison:	_____
African name:	_____	
Western name:	_____	
Born in (year)	_____	
in (place)	_____	
	Prize he was awarded five years after his release:	_____
	Result of South Africa's first free elections:	_____
	Title of Mandela's autobiography:	_____

2. Now choose a hero or a shero of our time and write a similar profile about him or her.
- Think of a person of our country or of your community or family and the qualities that make him or her a hero or a shero. Some qualities of a hero/shero should be: dignity; integrity; courage; character; honesty; generosity; ethical standards; intelligence; support of justice; struggle for freedom; fight for a better world; spiritual strength etc.
 - Think of the sources of information that might be useful while doing some research: Internet, books, personal documents, letters, interviews etc.
 - Brainstorm the key data.
 - Feel free to include a photo.

WRITING & LISTENING



Summary of a Genius

1. Read the following summary about Charles Darwin and fill in the gaps with the words from the box.

is called · came to be · accepted by · managed to demonstrate
· while · established · forms

Charles Darwin (1809-1882) was an English naturalist and biologist.

Achievement:

He _____ that all species of life have evolved over time.

This process _____ natural selection.

Evolution:

The fact that evolution occurs became _____ the scientific community and the general public in his lifetime, _____ his theory of natural selection _____ widely seen as the primary explanation of the process of evolution in the 1930s, and now _____ the basis of modern evolutionary theory.

On the Origin of Species:

His 1859 book *On the Origin of Species* _____ evolution by common descent as the dominant scientific explanation of diversification in nature.

► 09 2. Now listen to the CD again and choose a scientist among the ones that were mentioned. Then write a brief summary about him or her:

- take some notes while listening;
- do some extra research, using books and websites, and talk to your Physics, Biology, Math and Chemistry teachers to complement your text;
- read the text about Darwin again to see how it is organized; note the use of subtitles; they help to organize the text in topics;
- don't forget to proofread your text and exchange it with a classmate, asking him or her to proofread it as well.



WRITING

The Fun of Comic Strips

Choose one of the following activities:

- a. Write a paragraph about your favorite comic strip:
 - choose a comic strip or character: Calvin and Hobbes, Mafalda, Mônica's Gang, etc.;
 - do some research about it: when and where did it first appear?, who is its creator?, why is it so interesting, fun, funny?, etc.;
 - the list of adjectives from the Speaking activity may help you;
 - don't forget to use discourse markers to show cohesion;
 - the example below may help you:
My favorite comic strip is... The main characters are... and... They are good friends, but sometimes they just don't understand each other...;
 - don't forget to proofread your text and exchange it with a classmate.
- b. Create your own comic strip:
 - imagine some characters based on your reality, some interesting people (think about the friends you hang out with) or animals (your pet might be a good choice) you know;
 - brainstorm some funny situations (real or imaginary) involving those characters. You could write about them, what they are like, what they do, their habits, their manias, their special characteristics, etc.;
 - write down the lines that the characters would say in your story;
 - on a separate piece of paper, draw a rough of your comic strip including, of course, the speech balloons;
 - proofread your story, show it to a classmate and make improvements in your drawings, if needed.



READING & WRITING

Storylines

1. Read the storylines of the movies below and fill in the blanks with words from the box.

good · problem · liberation · important · love · control



Apollo 13 (1995)

Astronaut Jim Lovell (Tom Hanks) makes a call to NASA's mission _____ room after an oxygen tank explodes aboard. His words have become famous, "Houston, we have a _____."



Forrest Gump (1994)

Forrest is a man who proved that determination, courage, and love are more _____ than ability. He is a simple man with low IQ but _____ intentions. Forrest may not be a smart man but he does know what _____ is.



Fried Green Tomatoes (1991)

A moving story of women's _____, racism, love, humor, triumph, and tragedy.

2. Now it's your turn. Write a storyline of a movie of your own choice. Do some research about that movie. Exchange your storyline with a classmate for comments and possible corrections about grammar and spelling. Rewrite it accordingly.

Unidade 7 (p.106)



WRITING

What's Your View?

You have the chance to express your view and take part in Diane's Show. Simply write an SMS message with your opinion about that issue. You can agree or disagree with any of the participants or you can add any other comment related to the questions: "What is most important in adolescent development? Why?"

Don't forget that text messages are usually written short texts in which some oral and emotional markers occur (for example, hahahaha representing laughs) and emoticons. You can also use some abbreviations or acronyms (for example, 'u' instead of 'you', 'w/e' instead of 'weekend', 'xoxo' instead of 'hugs and kisses').



Unidade 8 (p.118)



WRITING

A Nice Sunny Day

Read the comic strip on page 119. Use your notebook to report that story, the conversation involving Susan, Mark, and Michael.

- you may start by turning the characters' lines into indirect speech;
- describe the scenes, following the sequence of the story;
- don't forget to use discourse markers to show cohesion;
- the example below may help you:

Mark asked who Galileo was, and/but Susan was mad at her boyfriend because/as she considered that a silly question. Then Michael explained that Galileo made a telescope but...

- proofread your text and exchange it with a classmate.

WRITING

The Theory of Evolution

1. Complete the summary of the theory of evolution by natural selection as you fill in the blanks with the verbs in the box.

will disappear · survive · belonging · noted · made · giving birth · realised*
 saw · carried · was breeding · based · do not survive · survive · evolves
 become · proposed · found · did not understand · suggested · had studied

The theory of evolution by natural selection was _____ simultaneously by two different people: Charles Darwin and Alfred Wallace. Both men _____ the natural world extensively and _____ a number of observations that were critical to the development of the theory.

Wallace and Darwin _____ that organisms produced far more offspring than could ever possibly _____. Whether they were looking at tiny insects laying hundreds of eggs or cats _____ to six kittens they _____, creatures were regularly losing a large number of their offspring to disease, predators, and starvation.

They also noticed that not all the individuals _____ to a specific group of organisms (called a species) were identical. While one lion or canary is just the same as any other to the untrained observer, Darwin and Wallace _____ there were subtle differences.

* realised (BrE) = realized (AmE)



Finally, they _____ that some of the variations _____ in a species were inherited by offspring from their parents. Darwin specifically saw this with domestic pigeons that he _____ at home. While Darwin and Wallace _____ how this inheritance worked, we now know these variations are _____ on different genes _____ by the organisms.

From these observations, Wallace and Darwin simultaneously _____ that since most offspring _____ the harsh realities of the natural world, organisms must have to struggle for survival. They stated that only those organisms that do _____ long enough to reproduce are then able to pass on their characteristics to their offspring. Thus, in time, characteristics that allow organisms to survive and reproduce _____ more common. Those that don't _____ And so the population _____

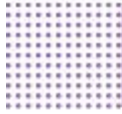
(THE THEORY. Available at: <www.nhm.ac.uk/nature-online/evolution/what-is-evolution/the-theory/index.html>. Access: Apr. 12, 2013.)



Ambulocetus natans

2. Choose a plant or an animal, do some research about its evolution and write a short paragraph or make a poster about it.

- You may research in books or on the Internet. The following sites may help you: <www.nhm.ac.uk>, <www.amnh.org>, <http://nature.ca/en/home> (access: Apr. 12, 2013).
- Take some notes about the key facts about the evolution of that animal or plant.
- If needed, ask your Biology teacher for help.
- Don't forget to proofread your text, exchange it with a classmate and include some photos or drawings if you like.
- If you choose to make a poster, you may refer to the section "Another Look At..." on page 131, to see how a poster about whale evolution may be organized.



WRITING

You Are What You Wear

T-shirts are now a form of personal expression. Some, showing political, social or humorous statements printed on them – the so-called statement T-shirts – are now a fashion trend, popular especially among young people. By what we choose to wear, we often show what we think, so we should be careful to know the exact meaning of the statements printed on our T-shirts.

We have created four statements that might well be printed on T-shirts. Use them as a model to create your statement T-shirt and write it down on the “T-shirt” in the picture below. Do some research on a subject or a person you choose and create a statement you’re proud to wear.

IMAGINATION IS MORE IMPORTANT THAN KNOWLEDGE · STAY
HUNGRY · STAY FOOLISH · AN EYE FOR AN EYE MAKES THE WHOLE
WORLD BLIND · DEFORESTATION = ASSASSINATION



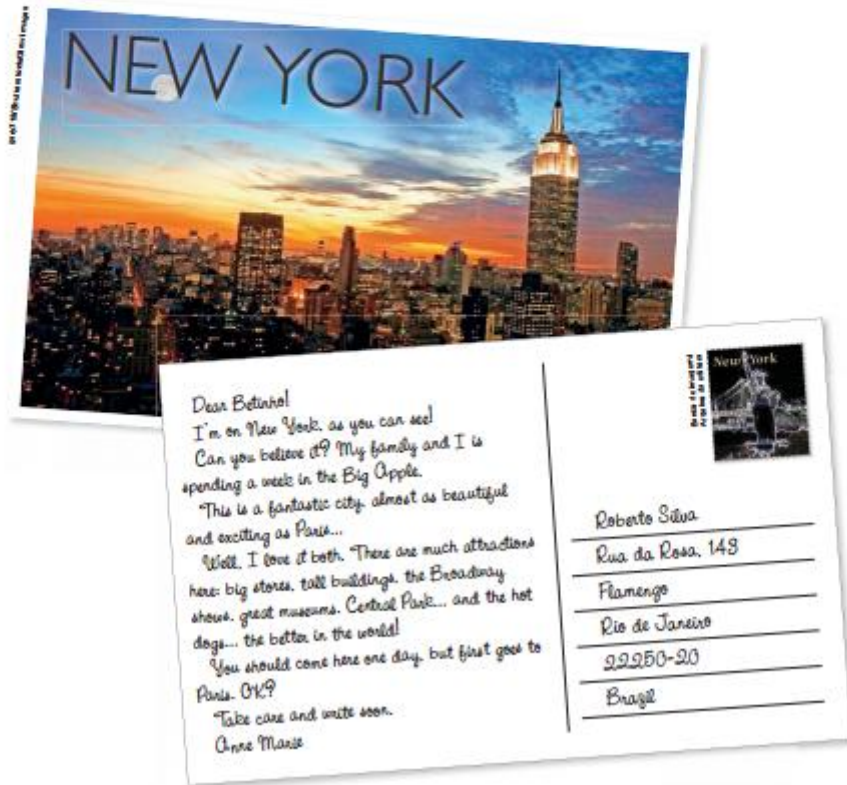


WRITING

From New York, with Love

Anne Marie Valléry, Betinho's e-pal from Paris, is spending a week in New York. One of Anne Marie's hobbies is collecting postcards, she has a large collection of them. She sent a postcard from New York to Betinho, her Brazilian pen pal.

Anne Marie Valléry's English is quite good, but sometimes she makes mistakes when she writes. Underline the six mistakes she made and correct them. Then write a postcard to Anne Marie and tell her about the city where you live, or any other if you prefer, but be careful not to make any mistakes. When you finish writing your postcard, exchange it with a classmate and ask him or her to proofread it. Then rewrite it if necessary.





WRITING

A Minibiography

William Shakespeare lived in the sixteenth century. What could a writer who lived more than 400 years ago possibly have to say to us in the twenty-first century? Everything. Shakespeare wrote about us, all-too-human human beings. He wrote about our need to love and be loved; our need to survive in a larger world and to live a life that has meaning. Shakespeare was a genius at showing us ourselves. This is the true legacy of Shakespeare's plays - to see ourselves, to see the world, and to act.

(PACKER, Tina. From *Tales from Shakespeare*. New York: Scholastic Press, 2004.)

Read the information below and use it to write a mini-biography of William Shakespeare, one of the most important figures in the history of the English-speaking world.

- born in 1564, in Stratford-upon-Avon, England
- went to a public school as a boy
- he learned Latin, and studied the works of writers and philosophers from ancient Greece and Rome
- married Anne Hathaway in 1582
- moved to London in 1590
- established himself as a playwright and actor in London
- became a partner with the Globe theater company
- wrote for over twenty years: tragedies, comedies, historical plays, and poems
- became a very famous, very popular, and very rich man of the theater
- returned to Stratford in 1610
- died in Stratford, in 1616



William Shakespeare was an English playwright, poet, and actor, who lived in the sixteenth century. He was born in...

In Shakespeare's days, when people wanted to say goodbye, they said such things as "farewell", "fare you well", and "adieu" (from French, pronounced "add-you"). They also said "goodbye", except it was in a form which shows the origin of this word - "God bye", short for "God be with you". Which is a good way to end this book.

